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ABSTRACT

This search of the ERIC system, the Dissertation Abstracts, and the journal literature offers abstracts of 28 documents dealing with ways in which the profession can involve the community, thereby creating a more favorable counselor image on the part of the public. (CJ)

ED 061568

searchlight

Relevant Resources in High Interest Areas

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6R

RETROSPECTIVE SEARCH

Improving Counselor Public Image

Compiled by Mary Jane Kidder

October 1971

This search deals with ways in which the profession can involve the community, thereby creating a more favorable counselor image on the part of the public.
(28 document abstracts retrieved)

$1.00

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Introduction

This information packet is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE) from January 1967 through June 1971, in Dissertation Abstracts International from January 1968 through June 1971, and in ERIC's Current Index to Journals in Education (CIJE) from January 1968 through June 1971.

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Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

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Doctoral Dissertations

All dissertations listed in this search have been drawn from Dissertation Abstracts International, a publication of University Microfilms. They are available on microfilm (MF) at $4.00 per dissertation, or in bound photo copy (X) at $10.00 per dissertation from University Microfilms.

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Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 017 058 24 EA 001 095
CARTER, RICHARD F. *ODELL, WILLIAM R.*
THE STRUCTURE AND PROCESS OF SCHOOL-COMMUNITY RELATIONS. VOLUME V, A SUMMARY.
STANFORD UNIV., CALIF. INST. FOR COMMUN. RES.
REPORT NUMBER CRP-1039
REPORT NUMBER BR-5-0352
PUB DATE 30 JUN 66
115P.

DESCRIPTORS *CITIZEN PARTICIPATION, *COMMUNICATIONS, *FINANCIAL SUPPORT, *SCHOOL COMMUNITY RELATIONSHIP, COMMUNITY AGENCIES (PUBLIC), COMMUNITY ATTITUDES, COMMUNITY SUPPORT, FACTOR ANALYSIS, INFORMATION DISSEMINATION, PARENT ATTITUDES, PARENT SCHOOL RELATIONSHIP, PROJECT CAST, PUBLIC OPINION, STANFORD,

FOUR TECHNICAL STUDIES OF A NINE-YEAR RESEARCH PROJECT ARE CONDENSED TO OUTLINE PRIMARY FACTORS IN THE FIELD OF SCHOOL-COMMUNITY RELATIONS, WITH SPECIAL EMPHASIS ON COMMUNICATIONS AND THE ENLISTMENT OF PUBLIC SUPPORT FOR SCHOOLS. EACH SUMMARY REPORT INCLUDES--(1) A SHORT INTRODUCTION DESCRIBING THE PURPOSE OF THE PARTICULAR STUDY, THE THEORETICAL FRAMEWORK WITHIN WHICH THE STUDY WAS FORMULATED, AND THE METHODS USED TO COLLECT THE DATA, (2) A BRIEF ACCOUNT OF THE MOST IMPORTANT FINDINGS FROM THE STUDY, AND (3) IMPLICATIONS OF THE STUDY FOR THE CONDUCT AND FURTHER STUDY OF SCHOOL-COMMUNITY RELATIONS. THE STUDIES FOCUS ON (1) INFORMAL COMMUNICATION ABOUT SCHOOLS, (2) THE AGENTS AND AGENCIES THAT MEDIATE THE FLOW OF INFORMATION BETWEEN CITIZENS AND SCHOOLS, (3) THE STRUCTURAL ASPECTS OF SCHOOL-COMMUNITY RELATIONS, AND (4) THE PROCESS OF SCHOOL-COMMUNITY RELATIONS. THIS IS PART V OF A SERIES. RELATED DOCUMENTS INCLUDE EA 001 091, EA 001 092, EA 001 093, AND EA 001 094. (JK)

ED 041 397 EA 002 960
Communication Ideas in Action.
National School Public Relations Association, Washington, D.C.
Pub Date 70
Note—63p.
Available from—National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 411-12762 $3.00)

HC Not Available from EDRS.

Descriptors—*Communications, Community Schools, Educational Finance, Emergency Programs, *Human Relations, Minority Groups, *Public Relations, School Budget Elections, *School Community Relationship, *Teacher Administrator Relationship, Urban Schools

This report advises school systems of the numerous public relations resources available and challenges schools to put communication ideas into action. The ideas described, based on exhibits prepared by selected school systems at the invitation of the NSPRA, have been developed in many different types of school districts across the country. The cases described include a teacher representative assembly formed in Fremont, California, to overcome the suspicions and mistrust among teachers generated by consolidation; a special campaign in Grove City, Iowa, to promote a successful Federally financed project; an emergency planning program in Minneapolis, Minnesota, that gives individual schools a backup team from the central staff; and an overall effort in the Bronx, New York, to create a true community school within the boundaries of a neighborhood fractured by poverty and language barriers. (Author/LLR)

ED 045 840 52 VT 012 306
Daugherty, Ronald
Improving Public Information Programs for Vocational Education. Final Report.
Oregon Univ., Eugene.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0335
Pub Date Apr 70
Grant—OEG-0-9-470335-4140(725)
Note—102p.

Descriptors—Information Dissemination, *Information Systems, *Institutes (Training Programs), *Program Development, Program Planning, *Public Relations, State Supervisors, *Vocational Education

To improve the competencies of professional vocational education personnel responsible for public information programs, 26 participants from 16 states attended a 14-day training institute. Institute objectives were achieved through a variety of activities and presentations by resource speakers, laboratory assignments, case studies, field trips, field work with local agencies, group discussions, and the development of individual plans for action. Each participant completed assignments in layout, reporting, and developing and designing an implementation plan for a public information program at a local educational agency. A total of 24 presentations were made during the institute dealing with public information, the challenges facing the information officer, and the tasks assigned to institute participants. Evaluation was accomplished through a series of questionnaires administered at the beginning, conclusion, and after several months to measure confidence level and to determine application of skills and knowledge. The institute was rated as excellent, and the followup revealed that many participants found their plan helpful in applying the knowledge and skills to their job. A number of institute materials are appended. (SB)

ED 036 890 24 EA 002 756
ERIC Abstracts: A Collection of ERIC Document Resumes on Public Relations in Education. ERIC Abstracts Series Number Three.
American Association of School Administrators, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0353
Pub Date Oct 69
Contract—OEC-0-8-080353-3514
Note—36p.
Available from—American Association of School Administrators, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($2.00, quantity discounts)

Descriptors—*Abstracts, *Annotated Bibliographies, *Bibliographic Citations, Communication (Thought Transfer), Financial Support, Human Services, Information Services, Publicize, *Public Relations, School Community Relationship

ERIC abstracts on public relations in education are compiled that were announced in RIE through September 1969. The key terms used to compile this collection are "public relations," "publicize," "school community relationship," and "human services." The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and abstract. A subject index is cross-referenced with the document listing. (MK)

ED 044 823 EA 003 177
Frey, George T.
An Investigation of Informal School-Community Relations Programs in Major School Districts. A Review of the Literature.
Pub Date [Nov 70]
Note—19p.

Descriptors—Community Attitudes, Community Problems, Employee Responsibility, Inservice Education, Parent Counseling, Personnel Selection, *Program Administration, Public Relations, *Questionnaires, School Attitudes, *School Community Programs, *School Community Relationship, *School Districts

The objectives of this investigation were (1) to identify functional informal school-community relations programs in the 73 largest U.S. school districts, and (2) to provide information for educators wishing to organize similar programs. Data from questionnaires sent to the 73 districts revealed that 20 districts had informal school-community relations programs and that two-thirds of the 63 districts reporting made use of community advisory committees. It was also ascertained that the four most important responsibilities of community relations personnel were (1) collecting concerns of community members, (2) reporting to community members, (3) preparing inservice training for school staff, and (4) counseling with parents. (Author/MLF)

ED 030 220 24 EA 002 396
Jackson, Kathleen O'Brien, Comp.
Annotated Bibliography on School-Community Relations.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0353
Pub Date Jul 69
Contract—OEC-0-080353-3514
Note—25p.

Descriptors—*Annotated Bibliographies, Community Involvement, *Educational Administration, *Elementary Education, Political Influences, Power Structure, Public Relations, *School Community Relationship, *Secondary Education, Urban Education

This annotated bibliography of school-community relations literature includes 79 citations subdivided into the following four categories: (1) General discussions of school-community relations, (2) school politics and community power structure, (3) schools and public relations, and (4) schools and urban problems. Citations of journal articles, books, pamphlets, dissertations, and research reports cover the years 1964 to the present. Material was selected on the basis of its general coverage and applicability, and its relevance to elementary and secondary levels of education. (JH)

ED 015 529 EA 000 927

MCCLOSKEY, GORDON

EDUCATION AND PUBLIC UNDERSTANDING. SECOND EDITION. EXPLORATION SERIES IN EDUCATION.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMMUNICATIONS, *MASS MEDIA, *PROMOTION (PUBLICIZE), *PUBLIC RELATIONS, *SCHOOL COMMUNITY RELATIONSHIP, ADMINISTRATOR RESPONSIBILITY, BOARDS OF EDUCATION, CITIZEN PARTICIPATION, FINANCIAL SUPPORT, MOTIVATION, NEWSPAPERS, PARENT SCHOOL RELATIONSHIP, PUBLIC SUPPORT, RADIO, SCHOOL PUBLICATIONS, STUDENT TEACHER RELATIONSHIP, TEACHER ROLE, TELEVISION,

THE SECOND EDITION OF A 1959 STUDY EXAMINES THE IMPLICATIONS OF RECENT RESEARCH AND MODERN COMMUNICATION MEDIA FOR PROVIDING EDUCATORS WITH THE CAPACITY TO OBTAIN PUBLIC MORAL AND FINANCIAL SUPPORT FOR SCHOOLS. CITIZEN SUPPORT OF EDUCATION DEPENDS LARGELY ON THE AVAILABILITY AND DISCUSSION OF PERTINENT INFORMATION. BASED ON THE PRINCIPLE THAT CITIZENS HAVE A RIGHT TO BE INFORMED AND THE EVIDENCE THAT FREE PEOPLE AWARD THEIR SUPPORT TO MATTERS THEY UNDERSTAND AND VALUE, PROCEDURES ARE OUTLINED BY WHICH ADMINISTRATORS, TEACHERS, AND SCHOOL BOARDS CAN CREATE GENUINE PUBLIC UNDERSTANDING, INCLUDING WAYS OF ESTABLISHING EFFECTIVE WORKING RELATIONSHIPS WITH THE MEDIA OF NEWSPAPERS, TELEVISION, AND RADIO. VALUES AND LIMITATIONS OF SCHOOL PUBLICATIONS ARE ANALYZED AND PRODUCTION TECHNIQUES ARE SUMMARIZED. WHILE ADMINISTRATORS ARE PRIMARILY RESPONSIBLE FOR ACHIEVING PUBLIC UNDERSTANDING OF EDUCATION, TEACHERS PLAY A VITAL ROLE IN WORKING WITH PUPILS, PARENTS, ORGANIZATIONS, AND MASS MEDIA TO GAIN APPRECIATION OF THE FUNCTIONS AND VALUES OF SCHOOLING. IN THEIR RELATIONSHIP WITH THE SCHOOL SUPERINTENDENT, SCHOOL BOARD MEMBERS MAKE A SPECIAL CONTRIBUTION TO PUBLIC UNDERSTANDING. A CASE STUDY ILLUSTRATES HOW A SCHOOL ADMINISTRATOR IN A TYPICAL COMMUNITY CAN UTILIZE THE FACTS AND IDEAS PRESENTED IN THE STUDY. THIS DOCUMENT IS PUBLISHED BY HARPER AND ROW, PUBLISHERS, INC., 49 EAST 33RD STREET, NEW YORK, NEW YORK 10016, 622 PAGES, $9.95. JK)

ED 030 210 EA 002 353

Piele, Philip K.

School-Community Relations.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Pub Date 69

Note—4p.

Journal Cit—r & d perspectives; p4-6 Spring 1969

Descriptors—Board of Education Role, Citizen Participation, *Communication Problems, Community Involvement, *Community Support, *Literature Reviews, Mass Media, Parent School Relationship, Power Structure, *Public Relations, *School Community Relationship, Superintendent Role

This review examines 18 selected documents processed through the ERIC system dealing with research findings, procedures, and innovations in school-community relations. Although documents reviewed emphasize a variety of issues bearing on school-community relations--including citizen participation, mass media, public relations, voter support, power structure, and school personnel roles--the general area of communication between the school and various segments of the community is a common concern of the literature. (JH)

ED 047 358 EA 003 268

Policies That Support Better School Public Relations.

National School Boards Association, Waterford, Conn. Educational Policies Service.

Pub Date Jun 70

Note—30p.; Cat. No. 70-27

Available from—National School Boards Assn., State National Bank Plaza, Evanston, Ill. 60201 (One free kit with SEARCH certificate, 1-3 kits $2.00; 4-7 kits $1.80; 8-10 kits $1.60; 11 or more kits $1.50 payment should accompany orders under $6.00.)

HC Not Available from EDRS.

Descriptors—Administrative Policy, *Board of Education Policy, *Communications, *Community Relations, *Educational Administration, *Public Relations

This kit concerns school board policies that support better school public relations. Its function is twofold: (1) to draw the board's attention to the importance of getting policy guidelines down in writing; and (2) to provide source materials helpful to the task. There are three underlying premises developed by this kit. The first is that effective, viable policies are those that are developed by the board in consultation with key staff members and with others concerned with a given policy. Secondly, "news management" by school boards is a risky business and had best be avoided. Finally, while written policies are important, they alone cannot guarantee good public relations between the total school enterprise and its many publics. (Document previously cited in RIE as ED 044 540.) (DS)

ED 025 844 EA 001 920

Preusch, Dee, Ed.

Public Relations Gold Mine, Volume 8.

National School Public Relations Association, Washington, D.C.

Pub Date 66

Note—63p.

Available from—National School Public Relations Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($1.50).

HC Not Available from EDRS.

Descriptors—Administrator Role, Advisory Committees, Board of Education Role, *Communication Problems, Community Attitudes, Depressed Areas (Geographic), Educational Finance, News Media, Publications, Public Opinion, *Public Relations, *Public School Systems, *School Community Relationship, School Superintendents, State Departments of Education, Teacher Role

Seventeen articles present an overview of ideas dealing with many facets of school public relations. Topics singled out for coverage include (1) the importance of school public relations programs now and in the future: (2) potential contributions of citizens advisory committees; (3) formation and use of small-scale public opinion polls; (4) key factors in successful public relations programs for changing neighborhoods, culturally deprived areas, and school finance campaigns; (5) plans for effective information programs by State school officials; (6) an attitude survey revealing sharp differences in public attitudes depending on factors such as age, race, religion, education, and city size; (7) possible contributions of social scientists to school public relations programs; (8) hints for creating effective news reporting organizations; (9) public relations fallacies exposed by the programs of teacher associations; (10) pitfalls of borrowing designs and typographical ideas from business publications; (11) the necessity for viable internal communication; and (12) required leadership skills for public relations and the administrator's role. Forty-nine innovative public relations ideas from school systems around the country are offered, followed by a selected bibliography of 70 entries. Related documents are EA 001 921 (Volume 9) and EA 001 854 (Volume 10). (TT)

ED 025 845 EA 001 921

Preusch, Dee, Ed.

Public Relations Gold Mine, Volume 9.

National School Public Relations Association, Washington, D.C.

Pub Date 67

Note—63p.

Available from—National School Public Relations Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($2.00).

HC Not Available from EDRS.

Descriptors—Administrator Role, *Communication Problems, Community Attitudes, Educational Finance, Educational Innovation, News Media, Parent Conferences, Publications, *Public Relations, *Public School Systems, Radio, *School Community Relationship, Speech Skills, Teacher Recruitment, Teacher Role, Television, Voting

Nineteen articles present an overview of ideas dealing with many facets of school public relations. Analysis and suggestions cover topics such as (1) planning and use of press conferences; (2) proper balance between techniques and message in public relations programs; (3) potency of education in economic and social development; (4) interpretation of voting on school finance issues; (5) techniques for improving personal presentations, use of radio and television, publications, parent conferences, letters, and teacher recruitment materials; (6) making the school responsive to community needs to improve school community relations; (7) necessary skills of the school public relations specialist; (8) public relations through exhibition of student efforts and achievements; (9) public relations for innovative programs; (10) confusion concerning the administration of information programs; (11) role of the classroom teacher in public relations; and (12) potential problems with internal school communications. A 52-entry selected bibliography is included. Related documents are EA 001 920 (Volume 8) and EA 001 854 (Volume 10). (TT)

ED 025 829 EA 001 854

Preusch, Dee, Ed.

Public Relations Gold Mine, Volume 10.

National School Public Relations Association, Washington, D.C.

Pub Date 68

Note—65p.

Available from—National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00).

HC Not Available from EDRS.

Descriptors—*Administrative Personnel, *Communication Problems, Depressed Areas (Geographic), Educational Finance, Educational Innovation, Educational Problems, Minority Groups, *Public Relations, *Public School Systems, *School Community Relationship, Training

Fourteen articles present an overview of ideas expressed about school public relations. Some of the topics discussed include: (1) Training in communication, (2) school problems as seen by public relations men, (3) financing and improving communications, (4) making decisions about adopting innovations, (5) problems in ghetto communities, (6) public relations programs, (7) school public relations personnel, and (8) methods of communication. A bibliography lists recent significant literature in the field. Related documents are EA 001 920 (Volume 8) and EA 001 921 (Volume 9). (HW)

ED 047 087 VT 011 997

Public Relations in Distributive Education. Report of the Committee on Public Relations of the National Conference on Distributive Education (Washington, D.C., May 3-14, 1948).

Council for Distributive Teacher Education.
Report No—CDTE-Prof-Bull-17
Pub Date Jul 69
Note—71p.

Descriptors—Conference Reports, *Distributive Education, Guidelines, *Manuals, *Program Coordination, *Program Planning, *Public Relations, Resource Materials

This report of the Committee on Public Relations was developed as a result of the National Conference on Distributive Education held in Washington, D.C. in 1948. Included are general considerations and a complete plan for public relations and promotion including a suggested schedule and followup activities. The manual was intended to be a reservoir of information in distributive education public relations, useful for local personnel, for professional staff members in state departments of education and the Office of Education, and for the training of teachers and other personnel in the methods and procedures of initiating and developing a planned program of effective public relations. A companion document is available as ED 022 041. (JS)

ED 026 716 EA 001 926

The Schools and the Community: A Communications Study.

Suburban Area Study Group, Silver Spring, Md.
Spons Agency—Eugene and Agnes E. Meyer Foundation, Washington, D.C.
Pub Date Jul 66
Note—456p.

Descriptors—Annotated Bibliographies, Bibliographies, *Communications, *Community Attitudes, Community Surveys, *Guides, Information Services, Newspapers, *Public Relations, Questionnaires, *School Community Relationship

This comprehensive report of a 2-year study (1964-1966) of communications between the schools and the community includes descriptions of seven related study projects. Procedures and methodology for an effective school-community public relations program are described in a professional handbook produced as a result of the overall study. Fourteen steps for fact-finding and analysis of need, administrative planning, and program operation are explained. The seven study projects are (1) a survey of attitudes and information about public schools in Montgomery County, Maryland, (2) a survey of school-community information services, (3) a school news survey and content analysis, (4) an identification of county organizations and their relationships to schools, (5) a survey of school-community information programs in Maryland, (6) a survey of selected school public relations programs in 29 communities across the United States, and (7) the preparation of a school public relations bibliography of over 300 items available in the Washington, D.C. area. Appended questionnaires are accompanied by a description of procedures followed for sampling, distribution, followup, and coding of responses. (JK)

ED 047 428 24 EA 003 392

Weiler, Daniel *Guertin, Jeane*

School-Community Relations: Some Aids to Analysis and Planning for the School Administrator. Final Report.

System Development Corp., Santa Monica, Calif.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-0-0275
Pub Date 29 Jan 71
Contract—OEC-0-70-3348
Note—125p.

Descriptors—Community Attitudes, *Community Involvement, *Community Organizations, *Public Relations, School Community Cooperation, *School Community Relationship, School Support, *School Surveys

This report was prepared to assist school administrators in analyzing and planning their districts' policies and programs in community relations. The contents are based on results of an analysis of information sources on school-community relations, community conflict, and group behavior as well as on a survey of school administrator needs. The materials are presented in four sections: (1) a suggested procedure for analyzing school-community relations, (2) an outline checklist of items and categories of potential concern in the analysis of school-community relations; (3) composite case studies in summary form, and (4) an annotated bibliography for further study and investigation. (Author)

ED 028 506 Nystrand, Raphael O. THE STUDY OF SCHOOL-COMMUNITY RELATIONSHIPS IN URBAN SETTINGS: A DISCUSSION OF THE METHODS EMPLOYED IN THE CINCINNATI, COLUMBUS, DETROIT AND WASHINGTON, D.C. SCHOOL SURVEYS. 1969. MF-$0.65 HC-$3.29 13P.

Review of school-community relationship studies in Cincinnati, Columbus, Detroit, and Washington, D.C. shows that these successful undertakings were guided by several objectives. Most important among these were: (1) to develop information about means of local school-community interaction and communication and their effectiveness; (2) to become knowledgeable about local school-community issues; and (3) to cultivate public receptivity to survey recommendations. A variety of methods--including sample surveys, case study techniques, content analysis of school board minutes and other documents, interviews with local notables, and community meetings--were employed. The reports demonstrate the value of collecting data from several sources and by several means in surveys of this type. A second characteristic of the various study designs which merits duplication in other surveys is effort to examine the capacity of school personnel to hear and respond to public interests as well as to tell the public about programs. The study processes reflect an action oriented posture on the part of the researchers which could be adapted usefully to other settings. (TT)

Journal Articles

Communications: Where Schools Go Wrong, School Management, May 1970, 14(5), pp26-46.
This article provides a list of publications evaluated as finalists in the annual School Publications Awards Competition sponsored jointly by School Management and the National School Public Relations Association. Awards for excellence or honorable mention in six categories are noted along with critical comments and recommendatations of contest judges. (JH)

Fox, Carol Lynne. *Public Relations: A Professional Responsibility.* Facility: Journal of the Professional Counselors Association, Jan-Feb 1971, 3(1), pp9-12.
A public relations program for guidance services must be honest, continuous, positive, comprehensive, sensitive to the public's concern, and presented in nontechnical terms. A counselor has professional responsibility to convey his competencies and character of guidance services to the public through a public relations role. The school counselor is a professional who sees himself as the vital link in the school's public relations program. (Author)

Johnson, W.F. *The Public Relations Role of the School Counselor.* Bulletin of the National Association of Secondary School Principals, 1960, 44(59).

Peters, Herman J. *Interpreting Guidance to Pupils, Parents, and Patrons.* Focus on Guidance*, March 1969, 1(7), pp4-7.
The public needs to know what contributions guidance functions can make to the total learning environment of the pupil. Public relations is a process, the objectives of which are briefly presented. Specific techniques, based on a chapter in Organizing for Effective Guidance, (Hollis and Hollis, 1965), are listed. The techniques involve administration, faculty, students, guidance staff, parents, and community groups. (Author/CJ)

Saltzman, Glenn, and Schnack, Dermit J. *Techniques of Developing Public Relations Activites in the School Guidance Program.* Focus on Guidance*, March 1969, 1(7), pp1-3.
To develop a good public relations program, the counseling staff should be aware of its particular responsibilities in keeping school publics aware of the guidance programs. Some suggested practices involve: (1) staff and pupil activities such as public panel discussions on topics of interests;(2) staff communication both written and informal; (3) community contacts to bridge the gap between student needs and community resources; (4) the news media; and (5) publication of program evaluations to keep the community informed. (CJ)

*Focus on Guidance is published by Love Publishing Company, 6635 East Villanova Place, Denver, Colorado 80222

Additional Materials

Three paperback books that the school counselor will find useful are listed:

McClary, George O. INTERPRETING GUIDANCE PROGRAMS TO PUPILS. Boston: Houghton Mifflin Company, 1968, 101P.

Peters, Herman J. INTERPRETING GUIDANCE PROGRAMS TO THE PUBLIC. Boston: Houghton Mifflin Company, 1968, 71P.

Roeber, Edward. INTERPRETING GUIDANCE PROGRAMS TO SCHOOL PERSONNEL. Boston: Houghton Mifflin Company, 1968, 71P.

Also:

Dapper, G. PUBLIC RELATIONS FOR EDUCATORS. New York: Macmillan, 1964.

Johnson, D.E. EXPANDING AND MODIFYING GUIDANCE PROGRAMS. Boston: Houghton Mifflin Company, 1968,

Reeder, W.G. AN INTRODUCTION TO PUBLIC SCHOOL RELATIONS. New York: Macmillan, 1953.

WORKING WITH PARENTS. National School Public Relations Association, 1968, 40P.

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	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 1-100 page Increment		3.29

TERMS AND CONDITIONS

1. TERM OF CONTRACT

This order is not subject to cancellation.

2. PRICE CHANGES

Leasco Information Products Inc. (LIPCO) may at any time increase the price of any item by giving the customer thirty (30) days notice that there will be an increase. LIPCO will notify Customer of the amount of the increase not less than ten (10) days prior to the effective date. If the increase is not acceptable, Customer must terminate the affected portion of this Agreement notifying LIPCO prior to the effective date of the increase. If Customer does not so notify LIPCO the increase shall be deemed accepted and shall govern all shipments from the effective date.

3. SUBSCRIPTION PRICE AND PAYMENT

The Subscription Price paid by the standing order and special collection customers is based upon an estimate of the number of microfiche to be delivered to the Customer and the shipping cost. The Subscription Price shall be applied as a credit against the Actual Price of the microfiche. The Actual Price of the microfiche provided by LIPCO shall be determined by multiplying the actual number of microfiche delivered to the Customer by the applicable price listed in the Schedule of Prices. The Prices listed in the Schedule of Prices do not include any sales, use, excise or similar taxes which may apply to the sale of the microfiche to the Customer. The cost of such taxes, if any, shall be borne by the Customer and will be billed separately by LIPCO.

Statements will be provided periodically to inform the Customer of the number of microfiche shipped and the remaining dollar balance of the subscription.

Payment terms shall be net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

4. PROPRIETARY INFORMATION

All materials supplied hereunder are proprietary and may not be reproduced for resale without the prior written consent of LIPCO.

5. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

6. EXTENSION

The subscription packages ordered by the standing order and special collection customers shall be automatically extended at the expiration of the current designated year for successive one-year periods unless the customer shall notify LIPCO to the contrary at least 30 days prior to the commencement of each additional year.

7. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

8. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

9. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

10. DEFAULT AND WAIVER

A. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as scheduled, LIPCO may without prejudice to other remedies defer further shipments until the default is corrected or terminate this Agreement.

B. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

11. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.